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ABSTRACT

The Gila Literacy Program, a project of the Gila County Library District (Miami, Arizona), involved recruitment, retention, coalition building, public awareness, training, rural oriented, basic literacy, tutoring, computer assisted, and English as a Second Language (ESL) programs. The project served a community of 10,000-25,000 and was targeted at the learning disabled, mentally disabled, pre-GED and GED, JOBS and JTPA, homebound, and English as a Second Language patrons. Tutoring was done one-on-one, in small groups, in classroom settings, and on the work site. The report compares actual accomplishments to stated goals and objectives, proposed versus actual expenditures by budget category, describes activities undertaken during the grant period, the library's role in the accomplishment of the goals and objectives, coordination with other organizations, name and locations of other sites whose facilities were used for the project, and the impact of the Federal project on the library's ongoing literacy program. Includes documents used to measure qualitative outcomes, recruitment brochures, evaluation report, survey forms, and newsletters. (SWC)

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ED 415 876

Gila County Library District, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FORM APPROVED
OMB No. 1850-0607
Expiration Date: 11/30/94

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

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FINAL PERFORMANCE REPORT
GILA COUNTY LIBRARY DISTRICT
LSCA TITLE VI, FY 1992
PART I: GENERAL INFORMATION

1. Name and address of organization receiving grant:

Gila County Library District
1052 Adonis Avenue
Miami, Az 85539

2. Name and telephone number of person preparing this report:

Mary Kostanski
(602) 425-7265

3. Grant number:

R167A30262

4. Grant amount awarded and the actual amount expended:

Awarded: $11,459
Expended: $11,459

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
_x_ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_x_ Recruitment
_x_ Retention
___ Space Renovation
_x_ Coalition Building
_x_ Public Awareness
_x_ Training
_x_ Rural Oriented
_x_ Basic Literacy
___ Other (describe)_____
___ Collection Development
_x_ Tutoring
_x_ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
_x_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
_x_ Learning Disabled
_x_ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
_x_ Other (describe) pre-GED/GED; JOBS & JTPA
_x_ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
_x_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

_x_ Laubach
_x_ LVA
___ Michigan Method
___ Orton-Gillingham
_x_ Other (describe) The Silent Way

5. If this project involved tutoring, how was it provided? (check as many as applicable)

__x__ one-on-one tutoring __x__ small group instruction
__x__ classroom instruction __x__ worksite

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? __x__ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Gila Literacy used the following assessment tools in order to document progress: the Slosson Oral Reading Test; the TABE; Student portfolios; GED predictor tests; the Official GED Practice Test; the Laubach Diagnostic Inventory Kit; Laubach Check-ups; Literacy Volunteers of America ESLOA; Steck-Vaughn Real-Life English Placement Tool; tracking of levels within a given curriculum; a variety of ESL oral placement tools; and ongoing informal oral and written assessment. It was documented that for every 45 hours of instruction, students would advance 1½ grade levels.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? __x__ yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Upon entry into the Gila Literacy Program, ABE I and II students would fill out a "Goal Planning Sheet," comprised of educational and personal goals. This would be done with the assistance of their teacher or tutor. All instructors are trained to do frequent follow-up with their students. ESL students, upon entry, are asked to fill out an "ESL Needs Assessment" in order to determine their interests. We also qualitatively measure outcomes through the use of a year-end survey, given to all students and instructors at the end of the school year. See attachment - BLUE.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report. See attachment - YELLOW.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
__x__ recruitment brochure
___ resource directory
__x__ evaluation report
__x__ survey
__x__ newsletter(s)
___ other (describe)
_____
_____

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 156 duplicated; 120 unduplicated
Of those served, how many received direct tutoring service? 32
How many hours of direct tutoring service did they receive? 1195; total program hours: 4048
How many new volunteer tutors were trained? 22
How many current volunteer tutors received additional training? 14
How many volunteer tutors (total) were involved? 34
How many non-tutor volunteers were recruited? 8 (volunteer board: 14 total)
How many service hours were provided by non-tutors? 430
How many librarians were oriented to literacy methods, materials, and students? 3
How many trainers of tutors were trained? 2

Part III: Narrative Report - SEE ATTACHMENT

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

FINAL PERFORMANCE REPORT
GILA COUNTY LIBRARY DISTRICT
LSCA TITLE VI, FY1992
PART III: NARRATIVE

1. Comparison of actual accomplishments to stated goals and objectives.

The Gila Literacy Program, a project of the Gila County Library District, proposed four overall goals to be accomplished over the 1992 fiscal year. The following outline summarizes those goals and the objectives proposed to meet them.

I. Goal #1: Gila Literacy will provide individual instruction to ABE and ESL students through the use of volunteer tutors. Twenty adults will be served over the fiscal year. Two Laubach training workshops will be held in order to train new tutors. Tutors will meet with their students three hours each week in the public libraries or in a home-based situation. Tutors will receive additional training throughout the year in ABE and ESL methods. Student progress will be measured by the Slosson Oral Reading Test or by advancement through sequenced Laubach materials.

Actual Accomplishments: Goal #1

Over the 1992 fiscal year, Gila Literacy served 23 ESL students and 9 basic literacy students through the use of one-on-one tutoring. The volunteer tutors generated 1195 hours of individual instruction, putting the average hours per student at 37. We found that for every 45 hours of instruction, students would progress 1 1/2 grade levels. Placement and assessment were accomplished through a variety of methods depending on the individual situation. For an ABE student, we used the Slosson, the Laubach Diagnostic Inventory Kit and check-ups, the ABLE, the TABE, and portfolios. ESL students were assessed using the Steck-Vaughn Placement Tool for the Real-Life English series, the Laubach tools mentioned above, the ESLOA assessment from Literacy Volunteers of America, a variety of oral assessments, and portfolios. In addition, ABE students now fill out a "Personal and Educational Goals" form, while ESL students are required to fill out an "ESL Needs Assessment."

Gila Literacy conducted two volunteer tutor training workshops over the 1992 fiscal year. Although we have always conducted a Laubach-based workshop, we offered a Literacy Volunteers of America training along with a more eclectically designed training using professional adult educators unrelated to either Laubach or LVA. The Laubach approach seemed too narrow in focus and we, therefore, decided to broaden the focus of our trainings. We especially felt the need to concentrate on communicative ESL methods as tutors did not seem to be getting positive results from the strict Laubach curriculum. Subsequent trainings will have a section devoted to communicative ESL techniques.

Gila Literacy strongly encourages professional growth both for volunteer and paid staff. Although #3 (Part III) details our staff development activities, it is worth noting that we also offer "help-shops" throughout the year for our volunteers, subject matter dependent upon need. FY92 offered numerous staff development activities: Arizona Adult Education Conference, Jostens ***INVEST*** training, Mountain Plains Adult Education Association annual conference, AZ-TESOL conference, observation of the Pima County Adult Education program in Tucson, AZ, and two other mini-workshops presented by the Director and Coordinator.

II. Goal #2: Gila Literacy will provide two ESL conversational classes for 20 adults. One class will meet one evening per week for 2 hours, while the other will meet two mornings per week for a total of four hours each week. Student progress will be measured by the Slosson Oral Reading Test.

Actual Accomplishments: Goal #2

Gila Literacy's main ESL conversational class was offered at the Miami Memorial Library two days per week for 2 hours each class, a total of 4 hours per week. Seventeen students were served and 508 instructional hours were generated, an average of 30 hours per student. The other ESL class was a worksite literacy class, serving 4 students and generating 114 hours of instruction, an average of 29 hours per student. Although the Slosson was mentioned as an assessment tool, it is more appropriate for English-speaking

students and we, therefore, utilized the following tools: Steck-Vaugh Real-Life English Placement Tool, Laubach check-ups, ongoing oral and written evaluations, student portfolios, the LVA ESLOA, tracking of students in a particular curriculum, and a variety of oral assessment tools. As classes are small, tutors and teachers are able to constantly monitor student progress. Gila Literacy is currently in the process of acquiring a collection of audio-visual materials which are critical in the teaching of other languages. Secondly, over the past fiscal year we have been researching second language acquistion and methods conducive to optimum learning in these situations. As part of our research, we acquired the ESL curriculum from Pima County Adult Education in Tucson, AZ and will incorporate numerous elements of it into our own system of instruction.

III. Goal #3: Gila Literacy will provide ABE I (below the fifth grade level) instruction to 20 adults, 9 hours per week. This class will meet in the LEARN computer lab at Miami High School. Student progress will be measured through the use of the Slosson Oral Reading Test and through writing objectives formulated by the ABE teacher.

Actual Accomplishments: Goal #3

More so than any other class, the ABE I class attests to the need for our services in the Globe-Miami area. We had projected that 20 students would utilize our services over the 1992 fiscal year. In fact, 64 students attended during that period. The lab generated 1898 hours for the program, with average student hours at 30. The increase in students has been attributed to the increasing number of clients referred to our program from the following local social service agencies: Arizona Department of Economic Security, JOBS, TPEP, and Vocational Rehabilitation; Gila-Pinal Job Training Partnership Act (JTPA); and the Gila County Demonstration Project, a project of DES - Division of Development Disabilities.

Instruction took place using the PALS info-windows, additional educational software, and a variety of off-line adult educational materials purchased from Steck-Vaughn,

Contemporary, Scott-Foresman, and New Readers Press. The class was offered 3 nights per week, 3 hours per night, for a total of 9 hours each week.

Numerous tools were used for placement and assessment including the following: the TABE, the Slosson, pre-GED predictor tests, writing samples, and student portfolios.

IV. Goal #4: Gila Literacy will provide an ABE II (fifth to ninth grade reading level) Reading and Writing Workshop to 10 adults for 4 hours each week. The class will be taught within the LEARN lab and will be geared especially toward those students pursuing their GED. Emphasis will be on critical reading skills and GED essay writing. Students will complete writing objectives formulated by the writing teacher, and progress will be measured through the use of student portfolios and the Slosson.

Actual Accomplishments: Goal #4

In response to the need for pre-GED instruction in the Globe-Miami area, Gila Literacy offered the ABE II Reading and Writing Workshop 4 hours per week. Although the class initially met next to the LEARN lab, we found that the greater need existed in the GED class offered by Eastern Arizona College. We therefore decided to hold the class next to the GED class at the Miami Occupational Center and found that the numbers increased significantly. Our projected figure of 10 students mushroomed to 36 and total instructional hours equaled 447. Overall, the average per student only amounted to 12 hours, but the students were offered a great deal of individual instruction. This year, however, we will arrange a separate Reading and Writing Workshop where the students progress as a whole class. The individual work will have to be done by a volunteer tutor as we need to reach as many people as possible and feel it can be done with a high degree of quality.

The ABE II instructor used the Slosson, numerous GED predictor tests, the Steck-Vaughn Pre-GED Writing "Diagnostic Inventory," student portfolios, and completion of pre-determined writing objectives as indicators of progress. In addition, the teacher met

with the students individually on a regular basis to discuss student concerns, goal achievement, and preparedness for the GED test.

2. Comparison of proposed versus actual expenditures by budget category.

BUDGET BY CATEGORY
LSCA VI - FY 1992

BUDGET CATEGORY	PROPOSED	ACTUAL	DIFFERENCE
A. Salary and Wages	8271	8251.41	+19.59
B. Fringe Benefits	430	427.28	+ 2.72
C. Travel	170	170.00	0
D. Equipment	0	0	0
E. Supplies	0	0	0
F. Contractual Services	0	0	0
G. Library Materials	1038	1038.00	0
H. Other	1550	1572.31	-22.31
I. Total Direct Charges	11459	11459.00	0
J. Indirect Charges	0	0	0
K. TL PROJECT COSTS	11459	11459.00	0

Salary and wages partially covered the cost of the following positions: Director, Coordinator, Staff Development Trainer, Comunity Liaison, Treasurer, PALS (LEARN) lab teacher, and the ABE II teacher. Fringe benefits were spent as outlined. The general fund supplemented the employees' F.I.C.A. at 7.65% and unemployment tax at 1.7%.

Monies allocated to "Travel" were spent as proposed, that is, on in-state travel to the metropolitan areas of Tucson and Phoenix, AZ for administrative and staff development purposes. Library materials purchased include the following: consummables for tutor training workshops, ***Word Perfect*** for the administrative computer, ***Quickbooks*** accounting software for recording program finances, bilingual dictionaries and ESL classroom materials, and a wide selection of pre-GED consummables for the PALS and ABE II class.

Under administrative (other) costs, we had underbudgeted for phone and postage, but the conference, office and printed supplies, and public relations were allocated sufficient funds. Conference funds were applied toward transportation, registration fees, and lodging for the following conferences: Mountain Plains Adult Education Association, Arizona TESOL, and Arizona Association of Adult, Community, and Continuing Education.

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3. Activities undertaken during fiscal year 1992

Gila Literacy encourages professional growth both of volunteer tutors and paid teachers through a variety of staff development opportunities. The two-page chart which begins on page 8 is a summary of the training activities offered over fiscal year 1992. Two tutor training workshops were held during this period, focusing on basic literacy and ESL teaching methods. Workshops were eclectic in nature, utilizing principles and methods from Laubach Literacy Action, Literacy Volunteers of America, ***The Silent Way***, and ideas borrowed from numerous adult education conferences that we have attended. Twenty-two tutors were trained, most of whom were placed in a one-on-one or small group setting. Three other "helpshops" were offered during the year, including observation of the nationally-recognized Pima County Adult Education program in Tucson, AZ. Tutors, teachers and administrators were able to observe ABE, GED, and ESL classes during the 8-hour observation. Most notable were the ESL classes which were based on the philosophy of ***The Silent Way*** and highly communicative in nature. For many years, the Laubach ESL curriculum has been used by Gila Literacy with questionable results at times. The students would emerge with strong reading and writing skills but still very unsure of their speaking and listening abilities. We, therefore, have come to realize the importance of offering our tutors the opportunity to learn more about techniques conducive to independent language production.

Gila Literacy also encouraged professional growth through offering administrators, paid teachers, and volunteer tutors the opportunity to attend adult education conferences: Mountain Plains Adult Education annual conference; Arizona Association of Adult, Continuing, and Community Education; Arizona TESOL; and two Arizona Department of Education - Adult Education Division Director's Institutes.These conferences offer various workshops covering both instructional and administrative matters and serve as a beneficial resource for networking and conferring with other educators and administrators in the field.

The other significant activity undertaken over FY92 was the formation of the Gila County Literacy Consortium. The specific activities are spelled out in the "Staff Development Summary" chart and include all meetings and trainings necessary in bringing the consortium to fruition. Section 5 (below) further clarifies the role of the consortium and the impact it will have on high school and adult literacy services in the Globe-Miami area. The eight agencies involved are all contributing to the enhancement of services in varying degrees: from strictly making referrals to providing the computer lab sites for instruction. Gila Literacy's function will be twofold: making client referrals and providing instructors and staff development opportunities to administrators and teachers. As the computer lab sites will be using Jostens ***WICAT*** (K-12) and ***INVEST*** (Adult Education) software, we attended intensive trainings on these programs. A five-day training on ***INVEST*** was provided by Jostens in July of 1993, and a three-day training on ***WICAT*** took place in August of 1993. A total of four Gila Literacy employees attended the trainings.

The following table summarizes the remainder of activities undertaken over FY92:

ACTIVITY	METHODS	DATES
Public Relations: to include	a. Newspaper ad or article	Monthly
publicity of program and	b. Newsletter	Quarterly
student and tutor recruitment	c. Radio spotlight	3x/year
	d. Cable t.v. spotlight	3x/year
	e. Contact with volunteer tutors	Monthly
	f. Speaking engagements	3x/year
	g. Meeting w/ Interagency referral	Monthly
Tutor & Student Recognition	a. Tutor recognition luncheon	June
Events	b. Tutor/student socials	Feb./August
	c. Gila Literacy Christmas Party	December
	d. PALS lab student recognition	June
Planning Committee Program	a. survey of students & instructors	May
Evaluation	b. Final evaluation report compiled	June
	c.Update goals & mission statement	July
Grant Writing/Budgeting	a. United Fund proposal due	March
	b. AZ Dept. of Ed. proposal due	April
	c. LSCA VI proposal due	November
	d. Prepare "Comprehensive Budget"	July
Board of Directors: Admin.	a. Annual officer elections	November
	b. Committee Nominations: Finance	November
	Personnel, Planning, & Fund raising	

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GILA LITERACY PROGRAM, INC.
ADULT EDUCATION STAFF DEVELOPMENT SUMMARY
OCTOBER 1, 1992 - SEPTEMBER 30, 1993

EMPLOYEE	ACTIVITY	DATE	HOURS
Director/Coordinator	Arizona Dept. of Education Adult Ed. Director's Institute	9/30-10/1	6
	Program Director's Proposal Writing Workshop, Tempe, AZ	10/1	6
Director/Coordinator	Arizona Adult Education Conference, Tempe, AZ	10/2-10/3	16
PALS Teacher, 2 tutors			
PALS Teacher/ABE II Teacher	Tutor training workshop presented by Program Director	11/7	3
3 volunteer tutors	Subject: Introduction to adult ed, basic literacy, and ESL methods		
Director/Coordinator/PALS	Gila County Literacy Consortium meeting regarding JOBS program	11/13	2
Teacher	and introduction to Jostens *INVEST* adult education software		
	Gila County Court House & Detention Home		
ABE II Teacher	New teacher orientation by Program Director and observation	11/17	2
	of Miami High School PALS lab		
PALS Teacher	Jostens training at Lee Kornegay Junior High School computer lab	12/4 & 12/7	16
Coordinator	Training on Lotus 1-2-3	12/4, 12/8 & 12/19	9
Director	Jostens conference, The Pointe, Phoenix, AZ	2/11	4
	Subject: Application of computer software to adult education		
Director/Coordinator	Gila County Literacy Consortium meeting with Jostens representative	2/25	2
	Nancy Karsh to discuss the *INVEST* curriculum, Miami H.S.		
Coordinator	Arizona Dept. of Education Adult Ed. Director's Institute, Phoenix, AZ	3/4-3/5	12
Director/Coordinator	Literacy Volunteers of Maricopa County workshop for literacy	3/6	7
	volunteers & program coordinators, YWCA, Phoenix, AZ		
	Subjects: ABE & ESL methods, administration, & the adult learner		
Director/Coordinator	Gila County Literacy Consortium meeting with Jostens representative	3/17	2
	Nancy Karsh regarding the *INVEST* software, Miami High School		

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EMPLOYEE	ACTIVITY	DATE	HOURS
Director/Coordinator	Training on new adult education software with Scott Morris, Computer	3/18	2
	Network Services, Eastern Arizona College, Globe, AZ		
Director/Coordinator	Literacy Volunteers of America volunteer tutor training	4/17-4/18	12
11 tutors	Subjects: ESL & Basic Literacy		
	Eastern Arizona College, Globe, AZ		
Director/Coordinator	Mountain Plains Adult Education Association Annual Conference	4/28-5/1	16
PALS Teacher/ABE II Teacher	Professional development opportunities encompassing administrative		
	and instructional areas, Albuquerque, NM		
Barbara DeJaynes	AZ-TESOL Annual Conference, Yuma, AZ	4/29-5/1	24
Volunteer Tutor	Subjects: ESL instruction & multicultural awareness		
Coordinator	New Coordinator orientation, Globe Public Library	6/3	2
Director/Coordinator/ABE II	Pima County Adult Education observation, Tucson, AZ	6/7	9
5 volunteer tutors	Observed ESL, ABE, & GED classes; introduction to *The Silent Way*		
10 volunteers tutors	Pima County Adult Ed. Follow-up workshop, Miami Library	7/23	3
	Subject: Student needs assessment & goal setting		
	"Structural vs. Communicative" language acquisition		
	The Silent Way goals & characteristics		
	Presenter: Mary Kostanski, Program Director		
Director/Coordinator	Jostens *INVEST* training, Jostens Phoenix, AZ training center	7/27-7/31	40
PALS & ABE II Teachers (3)			
Coordinator/Volunteer Tutor	Introduction: Laubach Diagnostic Kit/Presented by Director	8/5	1
Director/Coordinator	Jostens *WICAT* training (K-12 & GED software), Miami High School	8/23-8/24 & 8/26	18
PALS & ABE II Teachers(3)	PALS lab orientation for new teachers, Miami High School	9/20-9/23	12
11 Volunteer Tutors	Tutor training workshop, Eastern Arizona College, Globe, AZ	9/29-9/30	12
4 Paid Staff	Subjects: Basic Literacy, Communicative ESL, Laubach & LVA		
	TOTAL STAFF DEVELOPMENT HOURS - FY92		238

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4. Library's role in the accomplishment of the goals and objectives set forth.

Although both local libraries have functioned as sites for the Gila Literacy Program (and not actively involved in the project's implementation), we believe that an informed library staff is one of our greatest resources. All of the local librarians and their employees are aware of the literacy program and its functions and, as such, make for a valuable referral resource. Furthermore, over the past fiscal year, both the Globe librarian and the Gila County librarian served on our Board of Directors. Communication in regards to program updates, high-interest, low-level materials appropriate for public libraries, and literacy current events/trends were circulated due to this connection.

The library also served as a provider of space for literacy instruction for Gila Literacy's classes. The ESL daytime class is held at the Miami Library two days per week, for two hours each session. As the class requires the use of visual materials, the library is able to provide printed materials, a television and VCR, and a stereo for our use. Small group classes and individual tutoring, through our volunteers, also take place at the two local libraries. Given the lack of other locations available for tutoring, especially in the evening, the libraries' facilities are frequently used for these situations. Currently, 25% of the program's instruction and 50% of the initial placement and assessment (of those requesting a one-on-one situation) occurs at either local library.

As will be discussed more extensively in #5 below, the literacy program uses the libraries extensively for administrative purposes. The main base for our administrative functions is at the Miami Memorial Library, where we receive our correspondence, have housed our computer over the past three years, store the program's files, make the majority of our copies, and house most of our resource materials. The staff has always been obliging and assists us in all of our program socials, trainings, and recognition events that take place there.

Over the past fiscal year, the Globe Library added a set of high-interest, low-level readings materials from Literacy Volunteers of New York City. These materials were purchased with the assistance of the Gila Literacy Program in order to increase the collection of reading materials appropriate for the adult new or low-level reader. The Miami Library has both a books-on-tape collection and a collection of Spanish language books, which assist our ESL students in improving their literacy skills. Both libraries are aware of the need for adult literacy materials, but due to budget constraints, have not been able to keep many in supply. It is Gila Literacy's goal over the upcoming fiscal year to increase the holdings of books of this nature at both libraries so that our tutors and teachers can stimulate independent reading in our students.

5. Coordination with other organizations.

The Gila Literacy Program derives much of its strength through coordination with other agencies and organizations. Due to the fact that the program does not have an office location, both the Miami Memorial Library (same site as the Gila County Library) and the Globe Public Library serve as the program's base. The administrative site for Gila Literacy is actually the Miami Memorial Library where we are allowed use of copy and fax machines, a resource room, and computer space. In addition, the Globe Library offers the program space for resource materials, use of their computer and copy and fax machines. Both local libraries serve as the literacy program's site for the following functions: individual tutoring, student and tutor recognition events, holiday festivities, board meetings, group classes, placement and assessment of new students, committee meetings, tutor trainings, and as a source for high-interest, low-level reading materials. One of the libraries' main functions, however, is as a source for referrals and for dissemination of information regarding the literacy program. All of the services that the two local libraries offer are free of charge.

Miami School District has been a coordinating agency with the literacy program for four years. In cooperation with the Arizona Office of the Courts (Gila County Probation

Department) and the Miami High School, Gila Literacy has utilized the PALS lab for a minimum of nine hours per week. Through this connection, adult ABE I and II students have been able to attend evening classes throughout the year. Miami High School has also allowed us to use other classroom space free of charge for our pre-GED writing class.

The Gila County Probation Department, in addition to allowing us use of the PALS lab, offered us an office space three days per week. Although we utilize the Miami Library's resource room as our administrative office, we felt the need for an office space where the majority of the population resides, that is, in Globe. We have been given permission to house our computer in the probation office and to use their computer, copy and fax machines.

Gila Literacy also has a cooperative arrangement with Eastern Arizona College (EAC), Gila Pueblo Campus. At this time, EAC is the only local agency that offers GED classes in the Globe-Miami area. Gila Literacy offers ESL and ABE instruction to the pre-GED level. Therefore, due to the lack of duplication, we are able to mutually refer students for proper referral. EAC has also been the site for three of our tutor trainings, offered at no cost to Gila Literacy.

The main focus of the Gila Literacy Program in the area of coordination and cooperation, however, has been the formation of the Gila County Literacy Consortium. Over the past three years, eight local agencies have come together in order to devise a plan to improve and expand literacy services in the Globe-Miami area, both on the high school and adult level. The following organizations, in addition to our program, are members of the consortium: Gila County Probation Department, Miami School District, Globe School District, Arizona Department of Economic Security - JOBS, JTPA, Gila County Demonstration Project (Division of Developmental Disabilities), and the Gila County School Superintendent.

Both of the local school districts have purchased Jostens ***INVEST*** and ***WICAT***

software in order to better serve their alternative and remedial students. These computer labs will be utilized by adult students for both daytime and evening classes. And as the consortium is currently in the process of becoming a JOBS provider, the local school districts will function as the site, Gila Literacy will be providing staff and training, Gila County Probation will provide staff and administrative support, and the Gila County School Superintendent will act as the fiscal agent. The other three agencies, JOBS, JTPA, and the Demonstration Project (and Gila Literacy) will be providing clients. Through the pooling of these community resources, the consortium is confident that literacy services will improve dramatically in Gila County.

6. Name and locations of other sites whose facilities were used for this project.

Miami Memorial Library
(Gila County Library)
1052 Adonis Avenue
Miami, AZ 85539

Miami Occupational Center
Miami Avenue
Miami, AZ 85539

Guayo's Restaurant
Highway 88
Globe, AZ 85501

Gila County Probation Department
1400 E. Ash
Globe, AZ 85501

Globe Public Library
339 S. Broad
Globe, AZ 85501

Miami High School
Ragus Road
Globe, AZ 85532

Eastern Arizona College
Six Shooter Canyon
Globe, AZ 85501

7. Impact of the Federal project on the ongoing program of the grantee.

For over twelve years, the Gila Literacy Program had served the needs of ABE and ESL students strictly through the use of one-on-one, Laubach-trained volunteer tutors. Over the past three years, however, the program, through an influx of grant monies from the Arizona Department of Education - Adult Education Division, has expanded its scope to include individual tutoring, an ESL daytime class taught by a certified teacher, and nine hours per week of computerized instruction in the evening for ABE students. It is apparent, however, that until Gila Literacy received grant monies from LSCA VI to provide certified

staff, the local ABE II (pre-GED) population was not being targeted. Gila Literacy had been serving ESL I-III and ABE I students for many years, with few pre-GED students participating. And although Eastern Arizona College here in Globe offered GED classes, they were mainly geared toward the higher level student, that is, ninth grade level and above. So, in fact, nowhere in the community could the ABE II students receive instruction suitable to their needs.

Over the 1991-92 fiscal year, Gila Literacy served only 10 ABE II students, who attended class within the PALS computer lab. After receiving the LSCA VI grant, and organizing a separate pre-GED reading and writing class, student count rose to 36. The previous fiscal year recorded only 188 hours of ABE II instruction, whereas over FY92, student hours totaled 447. After assessing the students who attended the GED class taught by Eastern Arizona College (EAC), we came to realize the importance of adding this component to the local literacy repertoire. Although the GED class was geared toward those functioning at the ninth grade level and above, over fifty percent of those attending were reading below that level. Frustration and eventually withdrawal from the EAC program ocurred in numerous situations due to the lack of pertinent instruction.

The move toward the incorporation of a pre-GED/GED component led us to increase the number of ABE II/GED materials, which the LSCA VI grant allowed us to do. The students now have available to them consummables and non-consummables that focus on the following areas: mathematics, literature and the arts, social studies, science, and writing. Furthermore, we are currently in the process of developing a writing curriculum geared toward the GED essay and multiple-choice sections, a supplement to the computer-based writing curriculum of Jostens ***INVEST***.

Lastly, the influx of LSCA Title VI monies has enhanced the relationship of the literacy program to the local libraries, both Miami Memorial (Gila County Library) and Globe Public Library. The Globe Library ordered some high-interest, low-level materials over the past fiscal year, and the literacy program will purchase materials of this type for

both of the libraries over the next fiscal year. And as Gila Literacy is investigating the incorporation of a family literacy component, both the Gila County Reading Council (member of the International Reading Council) and the local libraries will participate in its inception.

In general, the monies from LSCA VI have allowed Gila Literacy to broaden its focus, thereby offering a more comprehensive adult education program to the Globe-Miami community.

GILA LITERACY PROGRAM
EXAMPLES OF DOCUMENTS USED TO MEASURE
QUALITATIVE OUTCOMES
PART II, 6 (b)

Student Goal Setting

An Alternate Form of Assessment

(A product of Pima County Adult Education, Tucson, AZ)

Setting a short term goal, doing the work necessary to make it happen, and then achieving it are the steps a student is expected to make in our program. Our philosophy is that the little steps lead to the great leaps. Rather than measure performance simply by scores from standardized tests or teacher generated evaluations, the students themselves are asked to set their own educational and personal goals that they feel are important to their success.

In practice, the advantages of the goal setting process are threefold. First, the student is put in charge of a sizable part of her or his education. This empowers students by making them feel responsible for both their level of effort and outcome. Second, the goal setting process provides the impetus for regular conferences between students and teachers and between students and counselors. In these conferences, students discuss their goals and later evaluate their success in reaching them. The third advantage is in publicly acknowledging the students success in reaching their goals via frequent award ceremonies. By celebrating the little successes, the students, teachers and counselors can take pride in their part of the process of reaching the bigger, longer-range goals.

GILA LITERACY PROGRAM

ABE GOAL PLANNING SHEET

Name_____

Date_____

For _____ Cycle

From _____ to _____

(Please practice writing complete sentences)

EDUCATIONAL GOALS

(3 or 4 goals are suggested - be realistic!)

1. _____

2. _____

3. _____

4. (optional) _____

GILA LITERACY PROGRAM

ABE GOAL PLANNING SHEET

Student: _____ Date: _____

Cycle: _____ From: _____ to _____

PERSONAL GOALS

Goal 1: _____

_____

First Step: _____

_____

Goal 2: _____

_____

First Step: _____

_____

Goal 3: _____

_____

First Step: _____

_____

GILA LITERACY PROGRAM
ESOL NEEDS ASSESSMENT

.) I NEED TO LEARN MORE ENGLISH TO:

_____ Talk on the phone
_____ Talk to my neighbors
_____ Talk to my children
_____ Talk to my children's teachers
_____ Understand TV better
_____ Talk to the police
_____ Go shopping for food
_____ Use money
_____ Order food in a restaurant
_____ Talk to a doctor
_____ Talk to a dentist
) _____ Buy medicine
_____ Talk to clerks at the Post Office

_____ Take the bus
_____ Get a driver's license
_____ Get car insurance
_____ Take care of a traffic ticket
_____ Give and follow directions
_____ Rent an apartment or house
_____ Talk to my landlord (apartment)
_____ Go shopping for clothes
_____ Look for a job
_____ Take a job training class
_____ Talk to people at work
_____ Talk to clerks at the bank
_____ Go to college

2) I NEED TO READ AND WRITE ENGLISH TO:

_____ Read signs
_____ Read food labels in the store
_____ Read food ads
_____ Read medicine labels
_____ Read the newspaper
_____ Read bus schedules
_____ Fill out an application to rent an apartment
_____ Read stories

_____ Read traffic laws
_____ Read labels on clothes
_____ Fill out job applications
_____ Fill out tax forms
_____ Read and fill out welfare forms
_____ Write checks for the bank
_____ Read telephone and electricity bills
_____ Write letters
_____ Write compositions for college

) I WANT MORE (CHECK 2) _____ Pronunciation _____ Conversation
_____ Reading _____ Writing _____ Listening _____ Idioms & Vocabulary

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Division of Adult Education, Arizona Department of Education Student Data Collection Form

PLEASE PRINT

Date _____

Last Name _____ First Name _____ M.I. _____

Street Address _____ Apt. # _____

City _____ State _____ Zip Code _____ Telephone Number _____

Date of Birth __ __ / __ __ / __ __

Student I.D./Number __ __ / __ __ / __ __ / __ __

Social Security Number __ __ __ - __ __ - __ __ __ __

INS Number _____ ☐1688A ☐1688 ☐1551

AGE GROUP (check only one)
1 ☐ 16 - 17
2 ☐ 18 - 24
3 ☐ 25 - 44
4 ☐ 45 - 59
5 ☐ 60 or over

ETHNIC GROUP (mark one)
1 ☐ American Indian/Alaskan Native
2 ☐ Asian/Pacific Islander
3 ☐ Black/not Hispanic
4 ☐ Hispanic
5 ☐ White/not Hispanic

SEX (mark one) 1 ☐ Male 2 ☐ Female

STATUS OF PARTICIPANT UPON ENTRY

1YES	2NO	
☐	☐	Disabled
☐	☐	Limited English proficiency
☐	☐	Adults in rural areas
☐	☐	Adults in cities with high unemployment
☐	☐	Immigrant adults
☐	☐	Homeless adults
☐	☐	Adults in correctional programs/probation
☐	☐	Other institutionalized adults
☐	☐	Employed adults
☐	☐	Adults on public assistance

Gila Literacy also uses "Goals Achieved" section (highlighted)

IS STUDENT NEW IN THIS PROGRAM? 1 ☐ Yes 2 ☐ No

F:\TAMALA\EXCEL\FORMS\SDCFORM.XLS

REV. 7/9/93

OFFICE USE ONLY

STUDENT PLACEMENT
1 ☐ ABE LEVEL I
2 ☐ ESOL LEVEL I
3 ☐ ABE LEVEL II/Pre-GED
4 ☐ ESOL LEVEL II
5 ☐ ESOL LEVEL III
6 ☐ Citizenship
7 ☐ GED Prep

SELECT ONLY ONE CLASS LOCATION
1 ☐ Elementary/Secondary School
2 ☐ Community College
3 ☐ 4-year College
4 ☐ Learning Center
5 ☐ Correction Institute/Probation
6 ☐ Institution for the Disabled
7 ☐ Worksite
8 ☐ Library
9 ☐ Community-based Organization
10 ☐ Home or Homebased
11 ☐ Other (specify)_____

DID STUDENT MOVE TO HIGHER LEVEL? 1 ☐ Yes 2 ☐ No

REASONS FOR SEPARATION
(mark all that apply)
1 ☐ Health problems
2 ☐ Child care problems
3 ☐ Transportation problems
4 ☐ Family problems
5 ☐ Location of class
6 ☐ Lack of interest
7 ☐ Class did not meet student needs
8 ☐ Time class was scheduled
9 ☐ Change of address/moved from area
10 ☐ Took a job
11 ☐ Close of school/agency year
12 ☐ Completed objectives/level
13 ☐ Other (specify)_____
14 ☐ Unknown reason

GOALS ACHIEVED
(mark all that apply)
1 ☐ Adult high school diploma
2 ☐ Passed the GED/in process
3 ☐ Enrolled in educational or training program
4 ☐ Received U.S. Citizenship
5 ☐ Registered to vote
6 ☐ Gained employment
7 ☐ Secured employment retention/obtained job advancement
8 ☐ Removed from public assistance
9 ☐ Other (specify)_____

INFORMATION RELEASE PERMISSION

By signing on this line, I grant permission to the Arizona Department of Education and its designated projects for release of educational and General Educational Development information relative to my instructional progress.

Student Signature _____

Send to: Gila Literacy Program
c/o Miami Memorial Library
1052 Adonis Avenue
Miami, Arizona 85539

GILA LITERACY PROGRAM
ITEMS PRODUCED OVER FY 92
PART II, #7

Gila Literacy Program,
An Adult Education
Agency

Invites you to celebrate
LIFE-LONG LEARNING
with us!

over

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*****FREE CLASSES*****

Gila Literacy offers the following classes to assist you in improving your reading, writing, and math skills:

****Computer reading, writing, and math lab

****Reading and writing improvement classes

****Pre-GED instruction

****One-on-one tutoring

CLASES DE INGLÉS

Gila Literacy le ofrece a usted la oportunidad a aprender inglés con las clases siguentes:

****Clases de conversación

****Clases de leer y escribir

****Instrucción uno-a-uno

****Y las clases son gratis!

IF YOU ARE INTERESTED IN BECOMING A TUTOR, OR IF YOU WOULD LIKE TO REGISTER FOR OUR CLASSES, PLEASE CONTACT

LYNN CAREY, 425-0223

OR

MARY KOSTANSKI, 425-7265

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GILA LITERACY PROGRAM
ADE FINAL REPORT: FY92-93
SUMMARY OF TEACHER AND STUDENT SURVEYS

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stated that their wages were adequate, while the other 50% felt their wages were not adequate. One hundred percent of the tutors liked their tutor/student matching and they enjoy their job and the satisfaction of helping people. Eighty-seven percent noted that they like receiving pre-literacy because it keeps them current as to the program's activities. Ninety-seven percent felt their supervisor was available to them when needed and that communication was excellent. Three percent expressed an interest in a "round table" discussion every couple of months. One hundred percent wanted to further their understanding of the population they serve through in-service, work hops and mini-sessions. All had positive comments about staff development during the past year.

As with any program, improvement is needed in a few areas. Tutors are still struggling with student retention, attendance and motivation. The teachers would like the classes to be located closer to Globe, where 90% of the students live. (The program is currently in the process of possibly moving to a site in Globe.) The program also needs to address the salaries of our staff. We are a growing organization and are demanding more time and expertise of our personnel. We need to continue adding programs that increase our students' abilities with everyday life skills.

In conclusion, our end of year survey revealed positive comments regarding our program. We hope to continue meeting the needs of our students through their input with these surveys and the conversations we have with them. The program recognizes the importance of small class and personalized attention and will continue providing services that will benefit the adult learner in Gila County. Our students have achieved many goals this past year, some not measurable with the untrained eye. Some of our students are mentally and emotionally disabled and their educational advances cannot be illustrated on paper/tests or by level advancements. Their goals are miraculous personal growths that are seen by those who work with them and who love them. Because we serve such a variety of students, our teachers find it difficult to meet everyone's needs on a given night. We look forward to hearing about the implementation of the Easton's WICAT/IBM's LAN in the Globe/Miami area. This will enable the teachers to individualize each student's educational plan. Our participation in the "Literacy Consortium" will hopefully take the Gila Literacy program to even greater heights and achievements this year. It is our goal to make our students' educational world an even better world!

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program

PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE I Report total number of participants in each category. Must be unduplicated count.

	Class Type	AMERICAN INDIAN/ ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		BLACK NOT HISPANIC		HISPANIC		WHITE NOT HISPANIC		TOTAL
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
	A	B	C	D	E	F	G	H	I	J	K	L
1	ABE I	2	1	0	0	0	0	6	9	16	8	42
2	ESOL I	0	0	2	0	0	0	6	7	0	0	15
3	ABE II	1	0	0	0	0	1	5	7	6	21	41
4	ESOL II	0	0	0	0	0	0	1	6	0	0	7
5	ESOL III	0	0	0	1	0	0	2	2	0	1	6
6	CIT	0	0	0	0	0	0	0	0	0	0	0
7	GED PREP	0	0	0	0	0	0	0	0	0	0	0
8	TOTAL	3	1	2	1	0	1	20	31	22	30	111

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 2 Report total number of participants in each category. Must be unduplicated count.

		AMERICAN INDIAN/ ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		BLACK NOT HISPANIC		HISPANIC		WHITE NOT HISPANIC		
	Age Group	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	TOTAL
	A	B	C	D	E	F	G	H	I	J	K	L
1	16-17	0	0	0	0	0	0	2	3	1	5	11
2	18-24	2	0	2	0	0	0	3	6	10	12	35
3	25-44	0	1	0	0	0	0	12	19	8	8	48
4	45-59	1	0	0	1	0	1	3	2	3	4	15
5	60 or Older	0	0	0	0	0	0	0	1	0	1	2
6	TOTAL	3	1	2	1	0	1	20	31	22	30	* 111

* Total count must equal total in column L Table 1.

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 3 Report total number of participants in each category. Must be unduplicated count.

	CLASS TYPE	NUMBER STARTED AT THIS LEVEL	NUMBER STARTED THAT COMPLETED THIS LEVEL	NUMBER PROGRESSING AT THIS LEVEL	NUMBER SEPARATED BEFORE COMPLETING LEVEL	NUMBER STARTED THAT MOVED TO HIGHER LEVEL	NUMBER OF CLASSES HELD AT EACH LEVEL
	A	B	C	D	E	F	G
1	ABE I	42	13	14	15	13	1
2	ESOL I	15	4	6	5	4	1
3	ABE II	41	12	19	10	10	1
4	ESOL II	7	4	2	1	4	1
5	ESOL III	6	2	2	2	2	1
6	CITIZENSHIP	0	0	0	0	0	0
7	GED PREP	0	0	0	0	0	0
8	TOTAL	111	35	43	33	33	5

NOTE: The number in column (B) equals the total of columns (C), (D), and (E). Column (F) is a subset of column (C). Completion of level includes students who completed their objectives.

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 4 Report total students in each category. May be duplicated count.

	REASON FOR SEPARATION BEFORE COMPLETION	TOTAL
	A	B
1	HEALTH PROBLEMS	1
2	CHILD CARE PROBLEMS	0
3	TRANSPORTATION PROBLEMS	1
4	FAMILY PROBLEMS	3
5	LOCATION OF CLASS	0
6	LACK OF INTEREST	1
7	CLASS NOT APPROPRIATE FOR STUDENT NEEDS	3
8	TIME CLASS WAS SCHEDULED	0
9	CHANGE OF ADDRESS / MOVED FROM AREA	4
10	TOOK A JOB	2
11	CLOSE OF SCHOOL / AGENCY YEAR	70
12	OTHER KNOWN REASON (SPECIFY BELOW)	7
13	UNKNOWN REASON	15

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 5 Report total students in each category. May be duplicated count.

	STATUS OF PARTICIPANTS UPON ENTRY INTO THE PROGRAM	TOTAL
	A	B
1	DISABLED	13
2	LIMITED ENGLISH PROFICIENCY	27
3	ADULTS IN RURAL AREAS	0
4	ADULTS IN URBAN AREAS WITH HIGH UNEMPLOYMENT	0
5	IMMIGRANT ADULTS*	27
6	HOMELESS ADULTS	0
7	ADULTS IN CORRECTIONAL PROGRAMS	2
8	OTHER INSTITUTIONALIZED ADULTS	0
9	EMPLOYED ADULTS	41
10	UNEMPLOYED ADULTS	56
11	ADULTS ON PUBLIC ASSISTANCE	20

* Equals the number of students who are not U.S. Citizens

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 6 Report total students in each category. May be duplicated count.

	STUDENT GOALS ACHIEVED	TOTAL
	A	B
1	OBTAINED AN ADULT HIGH SCHOOL DIPLOMA	0
2	PASSED GED / IN PROGRESS	13
3	ENTERED OTHER EDUCATIONAL OR TRAINING PROGRAM	6
4	RECEIVED U.S. CITIZENSHIP	2
5	REGISTERED TO VOTE	2
6	GAINED EMPLOYMENT	5
7	SECURED EMPLOYMENT RETENTION OR OBTAINED JOB ADVMT	1
8	REMOVED FROM PUBLIC ASSISTANCE	0
9	OTHER	104

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 7 Report all classes. Must be unduplicated count.

	Location of Class	NUMBER OF PARTICIPANTS	NUMBER OF DAYTIME CLASSES	NUMBER OF EVENING CLASSES	NUMBER OF SITES OPERATING FULL-TIME PROGRAMS (25 HOURS OR MORE)
	A	B	C	D	E
1	School Building				
2	Elementary/Secondary School	44		1	
3	Community College	32		1	
4	4 - year College				
5	Other Locations				
6	Learning Center				
7	Correctional Institution/Probation				
8	Institution for the Disabled				
9	Worksite	4	1		
10	Library	15	5		
11	Community-based Organization				
12	Home or Homebased	16	8	8	
13	Other (Specify)				
14	Total	111	14	10	0

* The total number of participants is an unduplicated count and should equal the total number reported for column L in Tables 1 and 2.

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 8 Report all personnel providing service to DAEADE funded projects. Must be unduplicated count.

		ADULT EDUCATION PERSONNEL		
	FUNCTION	Paid Personnel		Volunteers
	Organizational placement and type of job performed	Total Number of Part Time Personnel	Total Number of Full Time Personnel	Unpaid Staff
	A	B	C	D
1	State level Administrative Supervisory/Ancillary Services	0		
2	Local level Adminstrative Supervisory/Ancillary Services	4		12
3	Teachers	1		21
4	Counselors	0		
5	Paraprofessionals/Aides	0		

Part time is defined as an employee who is employed as an adult educator in this program LESS THAN FULL TIME.

Full time is defined as an employee who is employed FULL TIME in this program as an adult educator. Full time normally means on a contract equivalent to other full time personnel in your institution.

Each employee should be reported only once. If a person performs more than one staff function, report that person in the staff function in which most of his/her time is spent. If a position is vacated and subsequently filled during the report period, report the position once.

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DIVISION OF ADULT EDUCATION, ARIZONA DEPARTMENT OF EDUCATION STUDENT DATA REPORT

PROGRAM NAME: Gila Literacy Program PROGRAM YEAR: 1992 - 1993

PERIOD COVERED: From: 7/01/92 To: 6/30/93

TABLE 9 Must be unduplicated count Must be unduplicated count

	CLASS TYPE	NEW STUDENTS	RETURNING STUDENTS	TOTAL STUDENTS	TOTAL STUDENT HOURS	STUDENTS ENROLLED IN OTHER OCCUPATIONAL SKILLS PROGRAMS	STUDENTS RECEIVING PUBLIC ASSISTANCE
	A	B	C	D	E*	F	G
1	ABE I	26	16	42	1882	6	5
2	ESOL I	14	1	15	653	0	1
3	ABE II	32	9	41	1081	0	14
4	ESOL II	4	3	7	383	0	0
5	ESOL III	1	5	6	281	0	0
6	CITIZENSHIP	0	0	0	0	0	0
7	GED PREP	0	0	0	0	0	0
8	TOTAL	77	34	111	4278	6	20

Total count must equal total in column L, Tables 1 and 2

* Column E is very important. We want every student hour generated in your program

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Gila Literacy Program, Inc.
1052 Adonis Ave.
Miami, AZ 85539

May 14, 1993

Dear Tutor/Teacher:

Enclosed is a brief evaluation form for our program. Please fill it out as we want your input on how to improve the program. Also, we must mail these results to the Arizona Department of Education by the end of June.

When you see ABE, that stands for Adult Basic Education. This is what we do. We are an adult basic education program. You are/were an adult basic education teacher. (ABE)

Also, on question one, ABE means Adult Basic Education from level 0-9th grade. ESOL means you taught a student who did not speak English or did not speak it very well. The rest you will probably know.

Please help us by completing this questionnaire, as your input is very valuable. We have enclosed a pre-stamped and pre-addressed envelope for you to return to us.

Feel free to remain anonymous. All answers will be confidential.

Thank you for your time in completing this, as well as being involved in our program. Take care and I hope all goes well with you.

Repectfully,

Mary Kostanski

Mary Kostanski
Director

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Gila Literacy Program
Tutor/Teacher Evaluation

FORMER ABE INSTRUCTOR/TUTOR

1. What content area(s) did you teach?
_____GED _____ESOL _____AMNESTY
_____ABE _____CITIZENSHIP

2. How many hours per week did you teach?

3. How did you become an ABE instructor?

4. What kind of training had you had to prepare you for the position you hold? Do you feel that is was adequate? What else could we have done to make your tutoring/teaching experience better?

5. What did you enjoy most in the program?

6. What did you least enjoy in the program?

7. Why did you leave the program?

8. Is there anything more the program could have done to help or advise you about?

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Gila Literacy Program
Current Instructor Survey

PLEASE ANSWER OPEN ENDED QUESTIONS WITH COMPLETE SENTENCES.

1. Please identify which subject area(s) you teach?
_____GED _____ESOL _____Immunity
_____ABE _____Citizenship

2. Please indicate with which programs you are currently employed.

3. Please indicate how many hours per week you teach adult education. Did your student(s) have regular attendance?
_____1-5 _____6-12 _____13-19
_____20-29 _____30-40

4. What is the primary reason that you have chosen to become an adult education instructor?

5. Discuss two questions, 1) the best and, 2) the worst aspect(s) of your current job?

6. What kind of staff development and/or training have you had to prepare you for the position you hold? Do you feel that it was adequate? How else could we assist you in this area?

7. Are you now getting enough ____ or ____ if not why not?

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8. How do you feel about additional training throughout the year?

a) What would you like to learn more about?
_____adult learners _____ESOL _____dyslexia
_____special education _____second language acquisition
_____reading techniques _____materials _____methods
_____other (please list) _____

b) How often would you come to a meeting?
_____once a month _____every two months
_____other _____

c) Please list any suggestions you may have for increasing tutor attendance at workshops or helpshops.

9. How would you rate the working conditions?
_____poor _____adequate
_____fair _____excellent
Please explain your choice.

10. How could your program improve the working conditions?

11. What process is available to you to discuss concerns or issues with your supervisor? How could communication be improved?

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12. If you are in a paid teaching position, how would you rate the pay scale compared to other teaching positions?
_____poor _____adequate _____fair _____excellent

What, in your opinion, is a fair market pay scale?_____

13. Have you had previous teaching experience in adult education?

14. Please comment on the effectiveness of the materials which you have been using. Were they adequate? Please explain and feel free to make suggestions.

15. How do you feel about your match with your student(s)? Please comment on both the personal and educational level.

16. What is your primary style of teaching?

17. What improvements to the program do you feel should be addressed by the project director and/or the State Department of Education, Adult Education Division? Be specific (If you need additional space, please use the back of this page).

****

Thank you for taking the time to complete the survey. This information will be helpful to the program and the State Department of Education, Adult Education Division as strategies are developed to improve the professionalism in adult education and to expand the delivery of services statewide.

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Gila Literacy Program
1052 Adonis Avenue
Miami, AZ 85539

14 de mayo 1993

Estimado estudiante:

En esta carta hay algunas preguntas para ustedes. Esperamos que ustedes respondan para ayudarnos a mejorar el programa. Necesitamos saber lo malo y lo bueno del programa.

Por favor, tomen unos minutos para dar su opinion sobre el programa. No necesitan incluir su nombre si no quieren, y todas las respuestas son confidenciales.

Solo hay que responder y mandar la forma antes del treinta de junio, a mas tardar. Hemos incluido un sobre ya con la direccion y una estampilla, todo listo para mandar.

Tomando pocos minutos, pueden ayudarnos a desarrollar el programa como que quieren ustedes. Muchas gracias por su participacion.

Con respeto,

Mary Kostanski

Mary Kostanski
Director

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Gila Literacy Program
Evaluacion de estudiantes

Class_____

1. Como supo del programa de educacion para adultos?

2. Toma clase con facilidad y cerca de su casa?

   si___no___

3. Le gusta el horario que tiene para su clase? si___no___

4. Piensa que antes que su clase, recibio buena orientacion de que pasaria y tendria que hacer en esas clases?

   si___no___

5. Esta bien organizada su clase? si___no___

6. Recibio bastante atencion individual? si___no___

7. Piensa que sus necesidades educacionales recibieron bastante atencion? si___no___

8. Cuantas veces por semana asistio a su clase? _____horas
   Es bastante para sus necesidades? si___no___
   Comentarios?

9. Marque su opinion de la calidad de sus libros:

   _____pobre _____regular _____bueno

   _____muy bien _____excelente

   Que libro uso?_____

   Comentarios de los materiales?

10. Quiere continuar su educacion? si___no___
    ? A cual escuela o cual carrera?

11. Marque su opinion de su instruccion en este programa:

    _____pobre _____regular _____bueno

    _____muy bien _____excelente

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Explique su respuesta:

14. Piensa que la maestra o el maestro esta bien preparado y educado para ensenar las clases?

15. Escribe como la maestra/maestro le ayudo o no.

16. Que mas puede hacer el programa para mejorar su educacion?

17. ?Cual fue la razon principal para entrar a nuestro programa?

_____principalmente obtener mejor trabajo

_____principalmente aprender algo

_____principalmente continuar con un programa educacional

_____otra razon (especifique, por favor)

18. De las cosas que aprendio en el programa, ? cual de las siguentes fue la mas importante (escoja una, por favor)?

_____leer

_____escribir

_____hablar

_____otro (especifique, por favor)

19. Durante el ano pasado (o desde el comienzo de la clase), ?cree que tu habilidad ha mejorado mucho, algo, un poco, o no ha mejorado en las areas siguentes? (Ponga un numero en el espacio abajo)

#1 mucho
#2 algo
#3 un poco
#4 no ha mejorado

a) _____leer
b) _____escribir
c) _____hablar

20. ?Cree que su experiencia con el programa (la clase de ingles) le ha ayudado en las areas siguentes?

_____en el trabajo _____con su educacion
_____en la casa _____en la comunidad
_____otro (especifique) _____

! Muchas gracias por sus respuestas!

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Gila Literacy Program
Evaluacion de estudiante anterior

clase_____

1. Usualmente, ?cuantas horas estuvo en una clase de ingles en los dias que asistio?
_____horas por dia

2. ?Donde asistio a la clase de ingles?
_____escuela _____shopping mall
_____biblioteca _____iglesia

3. ?Que piensa de la habilidad de la maestra (el maestro) en ayudarle a aprender?

_____excelente _____bueno
_____mas o menos _____malo

4. ?Cual fue la razon principal para entrar a nuestro programa?
_____principalmente obtener mejor trabajo
_____principalmente aprender algo
_____principalmente continuar con un programa educacional
_____otra razon (especifique, por favor)

5. De las cosas que aprendio en el programa, ?cual de las siguentes fue la mas importante (escoja una, por favor)?
_____leer _____escribir _____hablar
_____otro (especifique, por favor)

6. Durante el ano pasado (o desde el comienzo de la clase), ?cree que su habilided ha mejorado mucho, algo, un poco, o no ha mejorado en las area siguentes? (Ponga un numero en el espacio abajo)

#1 mucho
#2 algo
#3 un poco
#4 no ha mejorado

a) _____leer
b) _____escribir
c) _____hablar

7. ?Cree que su experiencia con el programa (la clase de ingles) le ha ayudado en las areas siguentes?

_____en el trabajo _____con su educacion
_____en la case _____otro (especifique)
_____en la comunidad_____

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Gila Literacy Program
Evaluacion de estudiante anterior

8. ?Planea asistir a otro programa educacional o vocacional si ha completado nuestro programa? ?Donde?
_____si _____no

9. Si se salio del programa sin completarlo, diganos, por favor, la razon por la cual lo dejo.

10. ?Cual es su opinion de los libros y otros materiales que fueron usados por la maestra (el maestro)? Trate de ser especifico, por ejemplo, los nombres de los libros, etc..

11. ?Piensa que antes que su clase, recibio buena orientacion de que pasaria y tendria que hacer en esas clases?
_____si _____no

12. ?Esta bien organizada su clase? _____si_____no

13. ?Piensa que sus necesidades educacionales recibieron bastante atencion? _____ si _____ no

14. Escribe como la maestra/maestro le ayudo o no.

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Gila Literacy Program
Former ABE Student

Gila Literacy Program
1805 Bonnie Ave.
Miami, AZ 85539

May 1st, 1994

Dear Student:

Enclosed you will find some questions we hope you will take the time to answer. These questions will help us know what we do well and what we can improve.

Please take a few minutes to help us evaluate the program. You do not need to put your name anywhere on the questionnaire if you do not wish to be known. Your answers will be confidential.

Simply complete the questions and mail them as soon as possible (by June 30th). We have included an envelope with a stamp and return address for your convenience.

By taking a few minutes of your time, you can help us make this the program you want. Thank you for participating!

Sincerely,

Mary Kostanski

Mary Kostanski
Director

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former GAL student

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Bilingual Literacy Program
Former BBE Student

11. Do you feel that our experience in this class helped us in the following areas? (check as many as apply)

_____at work _____in the community _____at home

_____in another educational program

_____self esteem and personal growth

12. Please give us any recommendations that you may have in making your learning experience better.

13. If you completed the program, do you plan to enter another education and/or vocational program?

_____yes _____no

14. If you left the program before completing it, please state your reason for leaving.

15. Please comment on the work sites that were used by the teacher. Did you find them helpful? Could something better have been used? Be specific by using names of the sites or software used.

Thank you for your participation.

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Title I Reading Program
Student Evaluation

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Utia Literacy Program
Student Evaluation

CHECK THE ONE STUDENT

class _____

11. Do you feel that your experience in this class helped you in the following areas (Check as many as appl)

_____at home
_____at work
_____self-esteem
_____personal growth
_____in the community
_____in another educational program

14. If you completed the program, do you plan to attend another education and/or vocational program?

_____yes _____no

12. Do you feel you received adequate orientation regarding the class expectations and requirements? Explain.

13. How would you rate your adult education class?

_____excellent _____fair
_____good _____poor

17. Comments about the class and adult education:

Thank you very much for your participation!

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Coordinator's Corner: Reflections and Good-bye from Lynn Carey

Title Changes and New Staff

Gila Literacy Success Stories

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Literacy's Impact Can Be Too Intimidating

Literacy can have a positive impact as in the examples listed above. Literacy can also be so intimidating that it scares people away. Literacy literally affects people's lives and there are examples of when that change is too frightening. I remember situations where a student would not give me his real name. He started with the program, but feared that his friends would see him in class or his co-workers might discover he couldn't read or write. The fear overcame him and we lost him as a student.

Many times I have met with students who said they wanted materials to tutor a friend. The reality is that the student wanted the help but was too ashamed or proud to admit it.

I have encounter woman wanting to attend class, but their husband feel threatened that they are receiving an education and refuse to let their wives attend class. There was a man once who on the subject of bringing his wife for help said, "Why should she, I work and pay the bills, she doesn't need to read." We lost him as a student eventually as well.

Reponsibility of Literacy

As you can see, there are success stories and there times when fear of change is too overpowering. Literacy carries with it a powerful responsibility as people's lives are changed. It is delicate and requires patience, giving, flexibility, courage, confidence, caring, and time. Our ultimate goal is to help students break the barriers that have surrounded them. We want students to be able to think for themselves and function independently in a world where change is inevitable and can only be understood through the framework of literacy.

The ultimate success to me is when our students begin to question for themselves the what and why of life. This may mean they even question us as teachers, our methods, or our content. This is when you know you have succeeded. Literacy should empower students to think and act for themselves. A new freedom comes with literacy that has consequences affecting all of us, consequences that may be frightening to us all, but are proof of success. May we continue in our efforts to bring literacy to all and accept the reponsibility and consequences which accompany this change.

Memories on the lighter side: Reflections

In reflection, I recall some very humorous situations that would be met by many. There is the time:

...I received address return labels that spelled literacy like this: ... I found them for 6 weeks before noticing.

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Program Report: Are We Good or What?!

Summary of program over past 4 years

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Summary of tutor training workshops over past 4 years

Gila Literacy Program has offered several tutor training workshops over the last four years. Both Laubach and Literacy Volunteers of America have been used with certifiction given.

Tutor Training	1/90	8/90	3/91	4/92	8/92	4/93	total
# Certified	8	7	15	4	12	10	56

Summary of comprehensive budget over past 4 years

Calendar Year	1989	1990	1991	1992
Actual $	17,367	29,448	25,895	27,149

Comments: Budget has increased 34% over past 4 years.
Submitted LSCA Title VI grant for next year asking for $ for Instore invest in shared Consortium purchase.

REPORT FOR CURRENT YEAR, JULY 1, 1992-MARCH 31, 1993

Class type	Tutors YTD	Tutors Current	Students YTD	Students Current	Hours YTD	Hrs/st.
Tutors-BL	10	6	10	6	281	28
Tutors-ESOL	16	11	16	4	590	37
LEARN Lab			45	23	1564	3
ABE/ESOL Class	(Since Dec.)		30	23	230	8
ESOL Class			13	3	377	29
Tutor Class-Globe	(Since Nov.)		4	4	96	24
TOTAL	26	17	118	69	3238	27

Comments: More students served YTD than last year with 3 months left. Workplace literacy at restaurant by volunteer.
ABE/LT class offers pre-GED class next to GED class to help
students not at the GED level yet.
LEARN Lab is 38% of student population.

Positive changes over last 4 years

Addition of MAC computer lab in shared use for our program. (Now known as the LEARN Lab).

Purchase of IBM computer for program through grant.

Increase in student numbers, hours, and class offerings.

Receipt of additional grants besides ABE i.e. LSCA Title VI, church grant, and local business and community grants.

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In Summary

Lynn Carey ☺

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